Course Description
This course will examine the history of education in the United States beginning in colonial times and continuing up through the present day. As the course title suggests we will also consider the history of American social policy alongside an examination of educational history. The readings in the course will at times come from "outside" of the history of education literature in the interest of more broadly contextualizing educational developments. We will examine changing ideas about childhood, notions of "American exceptionalism" and national identity, the advent of the social sciences, as well as historically changing concepts of what it means to govern and formulate social policy. By an exploration of America's educational history, it is hoped that historians and/or education professionals will develop a deeper understanding of how schooling fits into broader cultural and social transformations rather than existing as an isolated and independent collection of institutions. One key purpose of the course is to provide a historical perspective on the schooling options and experiences of diverse groups of people. In keeping with the School of Education's conceptual framework of seeking to foster "professionalism in the service of social justice", this course will foreground issues of power and privilege and the ways that race, ethnicity and socio-economic status interact with educational opportunity and achievement. The assignments in the course are designed to develop your secondary literature research skills and your analytic writing ability, as well as to give you a broader understanding of important issues in the history of American Education.

Course Objectives
Students will be able to demonstrate a historical understanding of the development of educational policy and schooling institutions, and demonstrate a knowledge of the historiographic approaches and debates in the history of education. Toward this end this course will emphasize your learning to analyze and critically evaluate ideas, arguments and points of view; your learning fundamental principles, generalizations, and theories; as well as, your gaining factual knowledge (terminology, classifications, methods and trends).

Reading List
The following 4 required books are available at the Loyola University Bookstore (Water Tower Campus).


Additional required readings will be posted on Blackboard. There are also several readings that are available through the Loyola library website (full text e-journals).
Course Requirements
Attendance is required; if you have to miss a class, you are required to write a reaction paper discussing one of the readings for that week – also please email me in advance, whenever possible, if you will be missing a class. The make-up assignment will afford you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 3-5 page (750-1250 word) papers should be submitted to the professor in person, as printed-out papers, within two weeks of the missed class. Please do NOT submit make-up papers via email or through Sakia. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Missing two (2) or more classes over the course of the semester will significantly hinder your learning and – unless arrangements are made with the professor – will result in your grade being lowered.

This course will use Sakai as the course management platform (http://sakai.luc.edu) and you must have working access to your Loyola email account in order to use Sakai and to access Loyola library resources (http://libraries.luc.edu). Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one I will use to communicate with you. This course also requires use of the LUC libraries' on-line resources and Sakai tools as part of integrating technology into teaching and learning. This semester we will also be piloting the use of Apple TV to enable wireless projection from portable devices in our classroom.

Electronic devices (laptops, iPads, etc.) may only be used in class if they do not disrupt the learning environment and only if you are using it for taking notes, referencing course materials, searching online for material related to course discussions, or, to a limited extent, browsing online to follow a train of thought stimulated by course material or discussion. Using electronic resources to engage in activities such as texting, emailing, using internet sites like Facebook or Twitter, playing games, or browsing the web for content not related to the course is not permitted and will result in your being barred from using your device in class in the future.

Students are expected to come to class having carefully read the required readings, prepared to discuss them and prepared to participate in class activities related to them. Participation in class discussions will be graded and will compose part of your final grade in this course. As the course description notes, across the semester we will pay considerable attention to the educational experiences of different groups of people as well as the reforms that have been directed at them. Students’ participation in in-class discussions will also be used by the instructor to assess the School of Education’s Conceptual Framework Standard #7 ("Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others"). In several instances I will provide specific suggestions for how to go about reading a particular piece. In general, however, you are requested to be sympathetic but critical readers. You may find it useful to take notes as you read.

You are required to bring assigned readings to class the day that we are discussing them. When assigned texts/readings are available electronically I recommend that you bring a printed-out paper copy for ease of reference. However, if you prefer to use a the electronic version please make sure to have it loaded to your device at the start of class.

Course Assignments
Over the course of the semester students will be required to write two short papers, one book review and a final research paper. All of these assignments will require additional research and reading outside the assigned class readings and will also entail brief in-class presentations to your classmates.

The first paper is a source analysis paper (4-6 pages, 1000-1500 words) that requires you to locate and analyze primary and secondary sources used by either Steven Mintz or Hilary Moss. This assignment is part
of (a) introducing you to the strategies through which historians develop arguments and back their claims; it is also designed (b) to sharpen your critical analysis skills. The paper is due by 11:59pm on Tuesday February 19th, to be submitted through Sakia. You will be asked to prepare a single PowerPoint slide and make a short presentation of your findings in class on Monday February 18th. A prospectus for the paper that simply provides citation information for the sources you plan to use will be due 2 weeks in advance (to be submitted through Sakia by 11:59pm on Tuesday February 5th). Additional information about this assignment will be distributed in class.

The second paper is an historiographic analysis paper (7-10 pages, 1750-2500 words) that will require additional research outside the assigned class readings, as well as a brief in-class presentation to your classmates. The objectives of this assignment are (a) to provide an opportunity for you to become more familiar with a history of education topic of particular interest to you and perhaps related to your other graduate coursework; (b) to develop your research skills in identifying secondary literature; (c) to develop further familiarity with methods of historical writing and interpretation; and (d) to help you learn how to identify research problems that are both viable and significant. This assignment directly addresses the School of Education’s Conceptual Framework Standards #1 (“Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field”) and #5 (“Candidates demonstrate technological knowledge and skills which enhance education”).

Historiography is the study of how history is (or has been) written. Your historiographic analysis will examine several historical accounts of a particular educational topic or issue. This type of analysis examines the different approaches historians have taken to researching and writing about a topic. In many ways this is akin to doing a limited literature review: you are to find out what historical research has been done on a topic, what different interpretations have been proposed; and on what points historians agree and disagree. In writing this paper you will need to include some descriptive historical information; it is crucial, however, to bear in mind that you are not writing a report about a given topic. The paper is to be primarily an analysis of the secondary, scholarly historical research that has been done on the topic. In this assignment you are required to treat something in the period prior to 1960. You should choose a topic of interest to you (examples will be provided in class) and then select four pieces of secondary, scholarly literature that treat this topic – typically these are articles, books or book chapters. The paper is due by 11:59pm on Tuesday March 19th, to be submitted through Sakia. You will be asked to make a short presentation of your findings in class on Monday March 18th. A prospectus for the paper that simply provides citation information for the sources you plan to use will be due 2 weeks in advance (to be submitted through Sakia by 11:59pm on Tuesday March 5th). Additional information about this assignment will be distributed in class.

The third written assignment in the course is a book review (400-800 words) that is coupled with a class presentation. The professor will furnish a selected list of book-length recent history of education scholarship, most of which will focus on education in the 20th century. One objective of this assignment is to further your abilities to critically evaluate scholarship; it also serves to familiarize you with the genre of book reviewing; as well as, provides you with an opportunity to explore a topic/issue of particular concern or interest. Your book review will be pre-circulated to your classmates and you will be expected to lead a portion of our class discussion on a given week. So, rather than a uniform deadline that will apply universally across the board we will be weaving in the book reviews and prospectuses across March and April as different books relate to the topics examined in our class sessions. Additional information about this assignment will be distributed in class.

The final assignment in this course is an original research paper (20 pages, 5000 words) in which you conduct historical scholarship on a topic – of your choice – that falls in some way under the heading of the history of American education and social policy. Your paper should be a historical study that relies in some measure on the analysis of primary source material. In class we will discuss kinds of primary source material that you can draw on (inclusive of and in addition to archival sources). Your paper should also be grounded
in the secondary scholarly literature on the topic you choose to explore. Reference to secondary literature allows you to establish to your readers that you are well read in the area, and that your findings and interpretations are unique and a contribution to the field. Over the course of the semester we will devote extensive attention to the development of a research project of this nature. And in many ways the preceding three written assignments are designed to serve as preparation for you to conduct your own historical research study. Though the bulk of your work on the paper will probably occur in late March and April, this paper is something you should give some thought to across the course. You will be required to submit a 1-2 paragraph description of your research project by 11:59pm Tuesday February 26th (via Sakai). Then, you are to schedule a 30 minute advising session with the professor at some point in the subsequent two weeks. A 300 word abstract of the paper with title, written in the style of a conference proposal submission, is to be posted as a blog entry on Sakai by 11:59pm on Tuesday March 26th. Reading and commenting on each other’s work is an important dimension of this learning experience (and is in fact a key dimension of academic knowledge production) and therefore the paper will be due by 11:59pm on Tuesday April 16th and we will devote our final class session (Monday April 22nd) to discussing each other’s papers. The professor will also participate in this assignment and will produce his own original research paper along this same timetable.

As you have discerned, there are a number of Tuesday 11:59pm assignment deadlines across the semester. To summarize,

- Tuesday February 5th – Prospectus for Paper 1 Source Analysis due
- Tuesday February 19th – Paper 1 Source Analysis due
- Tuesday February 26th – Initial Prospectus for Final Research Paper due
- Tuesday March 5th – Prospectus for Paper 2 Historiographic Analysis due
- Tuesday March 19th – Paper 2 Historiographic Analysis due
- Tuesday March 26th – Abstract for Final Research paper due
- Tuesday April 16th – Final Research Paper due

**Evaluation & Grading**

Papers one and two will make up 15% and 20% of your final grade in the course, respectively. The Book Review assignment will make up 10% of your course grade and the final Research Paper will compose 35% of your course grade. One component of the grading will relate to the in-class presentations tied to each assignment; specific grading criteria will be outlined on each assignment sheet.

Your class participation grade will make up the remaining 20% of your final course grade. This grade will be reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class’ enlightenment. A rubric for assessing class participation is posted on Sakai. The professor reserves the right to add specific additional assignments (such as short reaction papers, the preparation of discussion questions and participation in on-line discussions) that will be factored into your participation grade. Except in very unusual circumstances, relating to family problems, health problems and the like, grades of "Incomplete" will not be given in this course.

**Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: http://www.luc.edu/sswd/

**Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person
because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University--a diverse community working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. For specific policies and procedures see: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml. Plagiarism—presenting someone else's writing or ideas as your own—is one form of academic dishonesty and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize In class we will discuss how to cite and include others' work in your own writing.

Course Schedule and Readings

Monday, January 14  
**Course Introduction**  
• Documentary: “School, the story of American public education. 1, The Common school, 1770-1890” (55min)

Monday, January 28  
**The "Puritan Origins" of American Schooling?**  
Required Reading – **HISTORIOGRAPHY ACTIVITY:**
• Jeremy Belknap (1784) "History of New Hampshire", p. 34-41.
• Douglas McKnight (2003) Schooling, the Puritan Imperative and the Molding of an American National Identity, selection
• Mintz, Prologue & Ch 1-3

Monday, February 4  
**Common Schools and the Origins / Exclusions of Modern Mass Schooling**  
Required Reading:
• Steven Mintz, Huck's Raft, Ch. 4 & 7
• John G. Richardson (1994) “Common, Delinquent, and Special: On the
Recommended Reading:

Monday, February 11  
African-American Education in the 19th Century  
Required Reading:
• Moss, Schooling Citizens, entire book  

Monday, February 18  
Discipline, Reform and the Institution of Schooling  
Required Reading:
• Foucault, Discipline and Punish, p. 1-69; 135-228; 293-308.
Recommended Reading
• Foucault, Discipline and Punish, p. 73-131; 229-292.
• Benjamin Rush (1786) "Thoughts Upon the Mode of Education Proper in a Republic", p. *9-23.

Monday, February 25  
Native American Education in the 19th and early 20th Centuries  
Required Reading:
• Visual Images as Sources: Off-Reservation Boarding Schools (on Sakai)  
• Margaret Szasz, "Education and the American Indian: The Road to Self-Determination Since 1928", p.1-7&50-80  
• Lewis Merriam "The Problem of Indian Administration" (1928), excerpt  
Choose one of the following:  

Monday, March 4  
No Class LUC Spring Break

Monday, March 11  
No Class CIES Conference

Please note that the readings from March 18th through the end of the course are subject to change, depending on the books that people sign up to do their book reviews and presentations on

Monday, March 18  
Progressive Education, Childhood, The Cold War and Educational Change  
Required Watching (in advance of class):
• Through These Eyes, 55 min. documentary on "MACOS: Man a Course of Study" –  
Required Reading:
• Mintz, Ch 8-11 & 14.
Required Reading:
• Adam Fairclough (2007) "Integration: Loss and Profit" from A Class of Their Own: Black Teachers in the Segregated South, p. 391-420

Monday, April 1  Poverty, School Desegregation & Resegregation
Required Reading:
• Mintz, Ch 15
Recommended Reading:

Monday, April 8  Accountability, Standards and Education Reform
Required Reading:
• Diane Ravitch, interview (posted online)
• Peter Taubman Teaching by Numbers, Ch. 1-5
Recommended Reading:

Monday, April 15  The Future of American Education and American Childhoods
Required Reading:
• Peter Taubman Teaching by Numbers, Ch. 6-7 & Conclusion
• Steven Mintz, Huck's Raft, Ch. 16-17
Choose one of the following:

Monday, April 22  Final Class – Discussion of Final Research Papers
Required Reading:
• Your classmates’ research papers (to be posted online by Weds April 17th)